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ABSTRACT

This report discusses the bilingual education/English as a Second Language (ESL) program at the Univesity of Houston-Clear Lake. These programs have attracted qualified preservice and inservice teachers and support personnel who serve or will serve the 20 local school districts. The student population in the programs has grown 900% since 1979 and the programs are now supported by two full-time and two adjunct faculty. Innovative features of the training program include: the use of technology in the dual language classroom; the integration of parent education in the curriculum; and the incorporation of field observations and research. The programs emphasize such things as: addressing levels of achievement; identifying and addressing individual differences and learning styles; learning to organize the classroom to stimulate learning; and learning how social, cultural, and environmental factors impact learning. Long range goals include: sensitizing the preservice and inservice trainees to the needs of the minority student population; increasing the enrollment and retention of minority faculty and students; and infusing instructional technology into the curriculum. These programs have made a substantial contribution to teacher education in the areas of instruction, research, and service. Supporting materials in an attached booklet include a table on meeting long range goals, a bilingual education/ESL organizational chart, a detailed budget, and a journal article discussing the project. (SM)

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University of Houston

Clear Lake

SCHOOL OF EDUCATION

BILINGUAL EDUCATION

ENGLISH AS A SECOND LANGUAGE

PROGRAMS

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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

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PROGRAM SUMMARY

The bilingual education/English as a second language (ESL) programs at the University of Houston-Clear Lake have attracted qualified preservice, inservice teachers, and support personnel who serve or will serve the twenty local school districts in the area. The university was accredited in 1976 by the Southern Association of Colleges and Schools and reaccredited for a decade by that group in 1982. In addition, bilingual education and ESL have been approved by the Texas Education Agency and the National Council for Accreditation of Teacher Education.

Innovative features of our training program include: (1) the use of technology in the dual language classroom, (2) the integration of parent education in the curriculum, and (3) the incorporation of field observations and research. More specifically, these programs emphasize: (a) identifying and addressing individual differences and learning styles, (b) assessing levels of achievement, (c) acquiring knowledge on how to work with pupils individually, in small groups, and in large groups, (d) learning to develop higher thinking skills, (e) learning how social, cultural, and environmental factors impact learning, (f) learning how to utilize instructional technology to maximize student achievement and socialization, (g) learning to organize the classroom to stimulate learning, and (h) acquiring knowledge on how to communicate with parents in order to develop mutual support.

HISTORICAL DEVELOPMENT

The bilingual education/English as a second language (ESL) programs at the University of Houston-Clear Lake have attracted qualified preservice, inservice teachers, and support personnel who serve or will serve the twenty local school districts in the area. The university was accredited in 1976 by the Southern Association of Colleges and Schools and reaccredited for a decade by that group in 1982. In addition, bilingual education and ESL have been approved by the Texas Education Agency and the National Council for Accreditation of Teacher Education.

The student population in the aforementioned programs has grown approximately 900% since 1979. At the present time, the programs are supported by two fulltime faculty members and two adjunct professors. Through the years, the programs have trained educational diagnosticians, and elementary, secondary, and kindergarten practitioners to serve the increasing Limited English Proficient (LEP) population (i.e., 51,862 children in the immediate Service Center of Region IV).

Innovative features of our training program include: (1) the use of technology in the dual language classroom, (2) the integration of parent education in the curriculum (refer to Exhibit I), and (3) the incorporation of field observations and research.

PROGRAM GOALS AND OBJECTIVES

During the last five years, the programs have pursued

the following long range goals: (1) sensitizing the preservice and inservice trainees to the needs of the rapidly increasing minority student population (i.e., 75% of the new school enrollees in Texas); (2) improving our students' knowledge of effective teaching strategies for instructing LEP students and other minority learners; (3) expanding the programs by procuring federal grants and local contracts; (4) serving our community by integrating parent education into teacher training; (5) increasing the enrollment and retention of minority faculty and students at UH-CL; and (6) infusing instructional technology into the curriculum. More specifically, these programs emphasize: (a) identifying and addressing individual differences and learning styles, (b) assessing levels of achievement, (c) acquiring knowledge on how to work with pupils individually, in small groups, and in large groups, (d) learning to develop higher thinking skills, (e) learning how social, cultural, and environmental factors impact learning, (f) learning how to utilize instructional technology to maximize student achievement and socialization, (g) learning to organize the classroom to stimulate learning, and (h) acquiring knowledge on how to communicate with parents in order to develop mutual support.

Beyond these objectives, the bilingual education and ESL programs complement each other in addressing the learning of English and of academic content for LEP students. More specifically, bilingual education trains students to deal

with dual language classrooms whereas the ESL program concentrates on developing methodological and applied knowledge of second language processes.

PROGRAM OPERATION

The administrative structure of the School of Education contributes to the cohesion and support of these programs. The Dean is the chief academic officer who is assisted by an Associate Dean of Teacher Education and an Associate Dean of Research and Graduate Studies who support and evaluate faculty and curriculum. Within this structure, the Cultural Studies Committee oversees scheduling, instruction, curriculum design, research, grantsmanship, and service for the bilingual education and ESL programs.

CONTRIBUTION TO TEACHER EDUCATION

The bilingual education/ESL programs have made a substantial contribution to teacher education in the areas of instruction, research, and service.

Instruction

These programs recently underwent a rigorous self-study which included faculty, administrators, community, school districts and graduates from the program. The self-study culminated in a very profitable review by bilingual expert Dr. Henry Trueba, Professor of Education at the University of California, Santa Barbara, who concluded that curriculum offerings, faculty, students, and support personnel deserved the institutional support required to continue offering quality programs in the areas of bilingual education and

English as a second language.

In addition, the innovative curricula offered in these programs have attracted the support of the U.S. Office of Education through the funding of three consecutive training grants of approximately one million dollars. The first project was implemented from 1983-1986. It trained over 30 bilingual elementary teachers. Unique to the program were the features of parent education and instructional technology.

In the Spring of 1987, a Title VII bilingual kindergarten project was started. At present, there are 40 graduate students in training who have successfully mastered three semesters of work. This project will be completed in the fall of 1989.

Most recently, Drs. Bermudez and Yao received funds to train bilingual or ESL practitioners pursuing a masters degree in elementary or secondary education. There are 45 well-qualified trainees enrolled in their second semester of work. This project will be completed in the Summer of 1990.

Research

Research Center for Language and Culture. The administration of the School of Education has fully supported the creation of the RESEARCH CENTER FOR LANGUAGE AND CULTURE whose aim is to study language acquisition and methodology, as well as to produce and disseminate information. The bilingual/ESL faculty, assisted by an interdisciplinary team of researchers, have produced valuable studies which have

been presented at national and international professional conferences (e.g., NABE, TESOL, AERA) and have been published in juried journals. The Center allows for the study of second language culture and language acquisition from an interdisciplinary perspective.

Service

Faculty from these programs have widely consulted at the local, state, regional, and national levels. Most recently, Dr. Bermudez became a board director for the Policy Forum for Hispanic Youth at Risk, Inc., a national entity formed to formulate policy related to reversing the school drop-out trends among Hispanics. Other service performed by these faculty include inservice workshops for school districts, the Texas Education Agency, the Southwest Educational Laboratory, and the Anti Defamation League.

BUDGET

The 1987-1988 budget for bilingual education/ESL totalled $74,160. Of that amount the U.S. Department of Education contributed $25,000 for part-time and fulltime personnel. The total figure includes $2500 for maintenance and operation. The budget is cost efficient as 277 students have matriculated for the academic year.

SUMMARY

The need to close the gap between trained personnel and the increasing number of limited English proficient students in our immediate area is the major thrust of our training program.

University of Houston

Clear Lake

SCHOOL OF EDUCATION

SUPPORTING MATERIALS

BILINGUAL EDUCATION

ENGLISH AS A SECOND LANGUAGE

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JANUARY 1988

Table 1: Meeting Long Range Goals

GOALS	INSTITUTIONAL ACTIONS
1) Sensitize the teacher education students to the needs of minority children, especially those from cultural groups living in Texas	Course Requirements Field experiences
2) Improve the teacher education students' knowledge of teaching by providing them with effective strategies to teach the limited English proficient and other minority learners	Course requirements Field experiences Use of instructional technology
3) Expand the programs by procuring federal grants and local contracts	1978: Multicultural Curriculum grant 1983-86: Title VII training grant 1986-87: Kindergarten Bilingual grant - $310,000 1987-90: ESL/Bilingual grant - $378,000-DOE Pending: Training improvement grant - $300,000
4) Better serve our community by institutionalizing the parent education component	UH-CL Model for Parent Education (See Exhibit I)
5) Increase the enrollment and retention of minority faculty and students at UH-CL	Offering programs in areas of minority concern (e.g., parental education, ESL, etc.) Support groups, e.g., Bilingual Education Student Organization Hiring minority faculty to serve as positive role models
6) Improve the preservice/ inservice teachers' command of technology for instructional purposes	Formal and informal computer instruction Software design Interactive television training Video materials for ESL classrooms

Table 2: Bilingual Education/ESL Organizational Chart

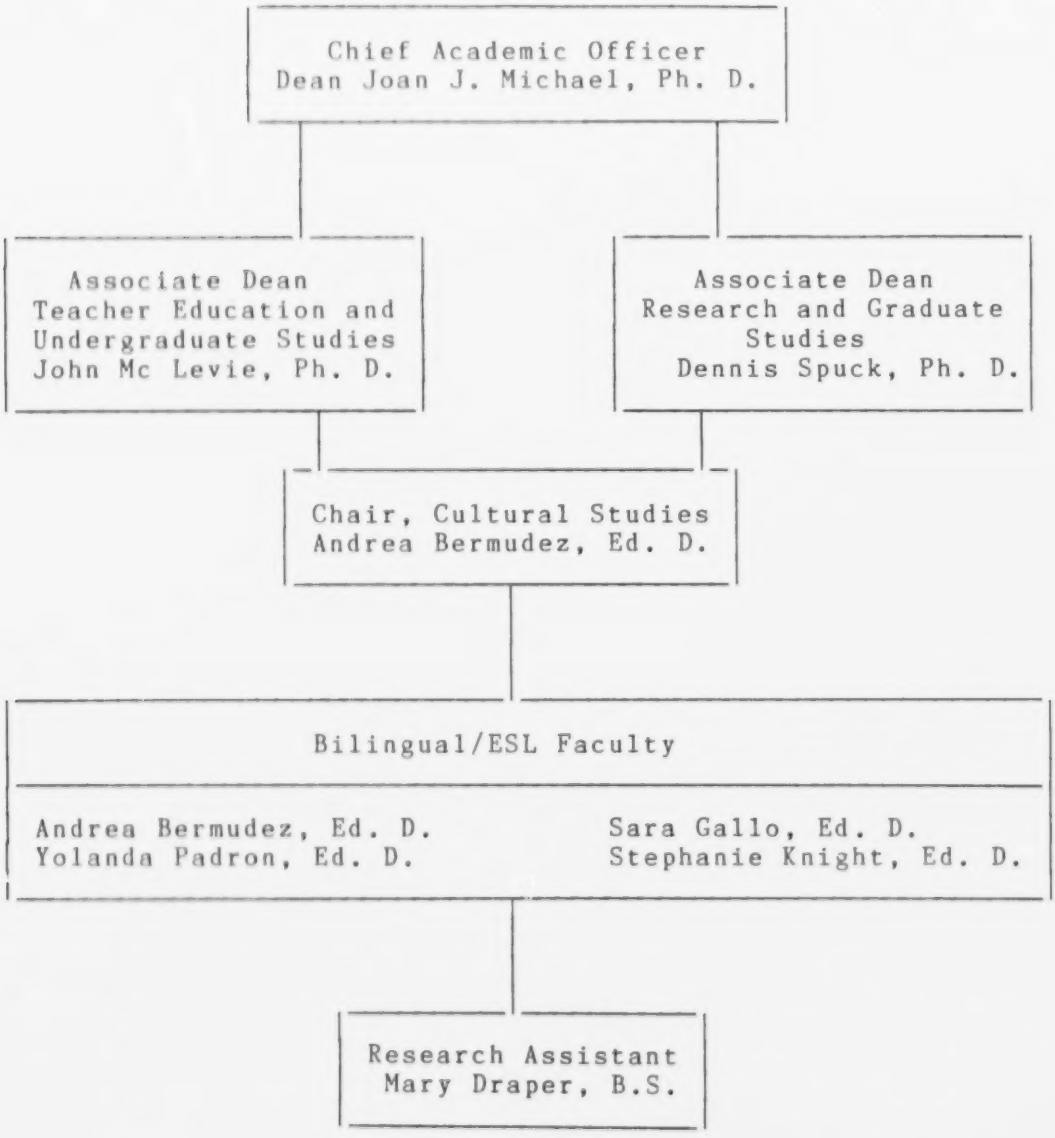

Table 3: Detailed Budget

Personnel	
Fulltime	
Salaries	$58,000*
Fringe benefits	$12,760
Part-time	
Salaries	$3,400
	$74,160
* U.S. Department of Education contribution	$25,000
Total university contribution	$49,160
Maintenance and Operation	$ 2,500
TOTAL ANNUAL COST	$51,660

Journal of Educational Equity and Leadership, 5 (3)
1985, Fall

RESEARCH AND FIELD PRACTICES

University of Houston—Clear Lake Model: An Educational Program for Parents of Minority Students by Andrea Bermúdez and Yolanda N. Padrón, University of Houston—Clear Lake.

Parental involvement in schools has been found to improve students' academic achievement. However, parents of minority students typically have been characterized by a lack of involvement in their child's educational process. The lack of involvement for language minority parents has been attributed to such factors as: (1) work interference, (2) lack of confidence, (3) lack of English language skills, and (4) lack of understanding of the home-school partnership. Because parents have a great deal of influence upon the academic achievement of their children and because language minority students are faced with compounded obstacles in the process of adjusting to the educational setting, it is necessary to implement programs that will educate and involve these parents in their child's schooling.

The University of Houston—Clear Lake (UH—CL) model was designed in order to meet the needs of a training program that would (1) maximize the participation of minority parents in their child's education and (2) increase teacher's awareness of parental needs.

This model was pilot tested with 21 graduate students in the Title VII program at the University of Houston—Clear Lake. The students participated in a six-hour training block that addressed the following areas: (1) reviewing the literature on critical issues and parental education training programs, (2) designing and planning curriculum, (3) instructing parents, (4) recording field experiences, (5) analyzing and evaluating field experiences, (6) analyzing and evaluating curriculum, and (7) redesigning curriculum according to needs. The trainees were grouped in teams of three to four members and worked in these teams for the duration of the program.

Phase one of the program, On-Campus Training, included four weeks of researching the literature, designing the curriculum, and simulating the lessons to be presented to the parents. The specific content addressed English as a second language (ESL) skills, and a variety of topics, such as (1) parental rights and responsibilities with respect to the child's education; (2) factors related to bilingual education program implementation; (3) issues regarding health, nutrition, and drug abuse; and (4) psychological and intellectual factors influencing child and adolescent development. Phase two, On-Site Instruction, consisted of educating parents of three different school districts on the identified topics concerning parental roles in the education of children, as well as on ESL survival skills. It

was during this period that the trainees took extensive notes on their experiences, which were later to be analyzed. In addition, pre- and postquestionnaires were also given to the parents to determine whether parental knowledge or attitudes about school programs and policies had improved. In addition, pre- and post-measures were also administered to the trainees. The third phase consisted of a debriefing period where students shared major concerns, successes, and suggestions for further program development.

At the end of the six-hour block, the trainees were able to (1) prepare effective lessons in ESL; (2) prepare effective lessons in crucial issues related to parenting; (3) prepare adequate fieldnotes; (4) discuss the rationale for parental involvement programs; (5) deliver effective presentations for parents on the identified topics; (6) evaluate the effectiveness of instructional materials for use in parental involvement programs, (7) work effectively in a team teaching context; and (8) develop a two-part curriculum guide with lessons in topics and in ESL survival skills for parents.

In general, the findings of this study indicate that language minority parents' attitudes and knowledge about their role in their children's schooling improved significantly as a result of exposure to the program. These findings also support previous findings that parents who are more proficient in English have a more positive attitude toward active participation in the schooling of their children. The UH—CL program was also seen by both groups of participants, parents and trainees, as beneficial in improving the home-school partnership.

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Exhibit I